



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12691814  
SAU: Education in Unorganized Terr  
School: Connor Consolidated School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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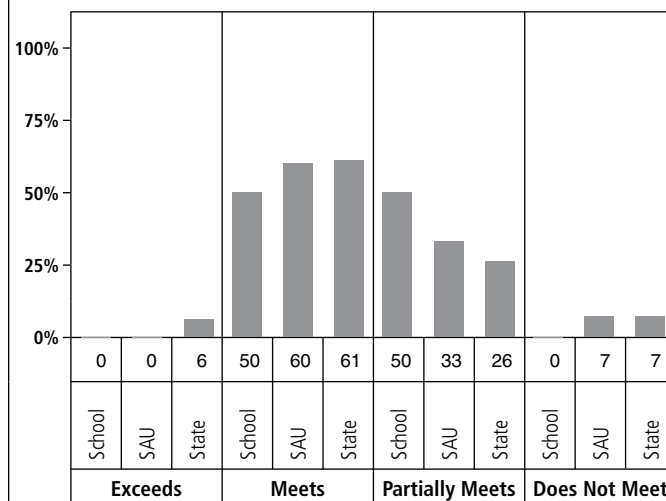
# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 5  
 SAU: Education in Unorganized Terr  
 School: Connor Consolidated School

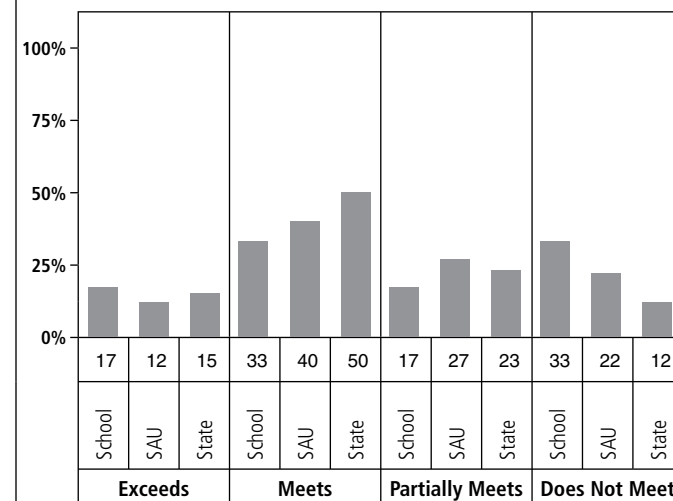
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	<b>544</b>	544 544 <b>545</b> 544	544 545 <b>546</b> 545
<b>Mathematics</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	<b>541</b>	544 543 <b>541</b> 543	546 546 <b>547</b> 546
<b>Science</b> <b>2008–2009 **</b>	<b>539</b>	<b>542</b>	<b>543</b>

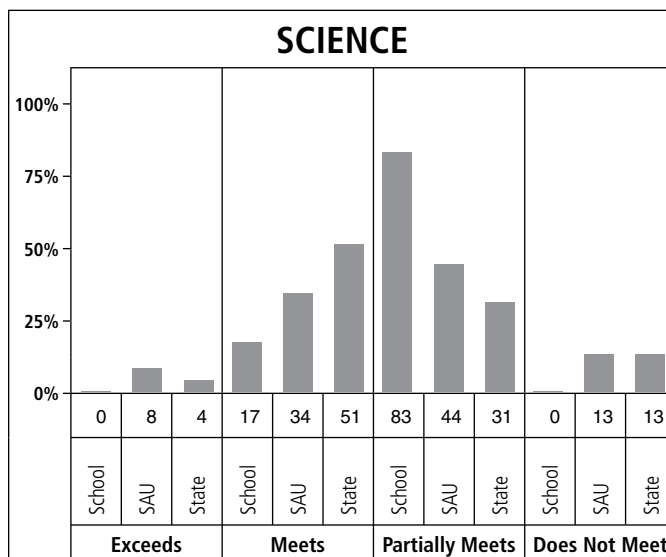
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: Education in Unorganized Terr  
School: Connor Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	6	100	63	100	14212	100	6	100	62	98	14135	100	6	100	62	98	14144	100	6	100	62	98	14137	100
<b>Ethnicity</b> African American/Black	0	0	1	2	397	3	0	0	1	100	388	98	0	0	1	100	393	99	0	0	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	2	3	259	2	0	0	2	100	253	98	0	0	2	100	258	100	0	0	2	100	257	99
Hispanic	0	0	1	2	175	1	0	0	1	100	172	99	0	0	1	100	172	99	0	0	1	100	173	99
Caucasian/White	6	100	59	94	13271	93	6	100	58	98	13212	100	6	100	58	98	13211	100	6	100	58	98	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	1	17	14	22	2479	17	1	100	13	93	2454	100	1	100	13	93	2455	100	1	100	13	93	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	1	17	36	57	5848	41	1	100	35	97	5815	100	1	100	35	97	5819	100	1	100	35	97	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	6	100	48	76	10849	76	6	100	48	76	10872	76	6	100	48	76	10976	77
Identified disability (PET/IEP)	1	17	3	6	298	3	1	17	3	6	307	3	1	17	3	6	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	0	0	12	19	3122	22	0	0	12	19	3124	22	0	0	13	21	3019	21
Identified disability (PET/IEP)	0	0	8	67	1992	64	0	0	8	67	2000	64	0	0	9	69	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	4	33	907	29	0	0	4	33	886	28	0	0	4	31	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	2	3	164	1	0	0	2	3	148	1	0	0	1	2	142	1
Identified disability (PET/IEP)	0	0	2	100	164	100	0	0	2	100	148	100	0	0	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	1	2	58	0	0	0	1	2	49	0	0	0	1	2	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Education in Unorganized Terr  
School: Connor Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007			2	3	702	5
	2007-2008			4	6	659	5
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>836</b>	<b>6</b>
	Cum. Total*			6	3	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007			38	57	7730	55
	2007-2008			35	51	8195	58
	<b>2008-2009</b>	<b>3</b>	<b>50</b>	<b>36</b>	<b>60</b>	<b>8495</b>	<b>61</b>
	Cum. Total*			109	56	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007			24	36	4182	30
	2007-2008			22	32	3800	27
	<b>2008-2009</b>	<b>3</b>	<b>50</b>	<b>20</b>	<b>33</b>	<b>3667</b>	<b>26</b>
	Cum. Total*			66	34	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007			3	4	1419	10
	2007-2008			7	10	1362	10
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>973</b>	<b>7</b>
	Cum. Total*			14	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.8	62.1	30.0	62.5	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.7	61.3	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.2	63.3	15.4	64.2	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Education in Unorganized Terr  
 School: Connor Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	6	0	0	3	50	3	50	0	0	544	60	0	60	33	7	545	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										2						252	11	58	21	11	547
Hispanic	0										1						166	4	54	32	10	543
Caucasian/White	6	0	0	3	50	3	50	0	0	544	56	0	63	32	5	545	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										11	0	27	45	27	538	2290	0	29	47	23	537
No	5	0	0	3	60	2	40	0	0	545	49	0	67	31	2	546	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	6	0	0	3	50	3	50	0	0	544	60	0	60	33	7	545	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	1										33	0	48	39	12	543	5716	2	51	35	12	542
No	5	0	0	3	60	2	40	0	0	545	27	0	74	26	0	547	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	6	0	0	3	50	3	50	0	0	544	60	0	60	33	7	545	13963	6	61	26	7	546
<b>Gender</b>																						
Female	4										30	0	63	27	10	544	6882	8	62	24	6	547
Male	2										30	0	57	40	3	545	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										19	0	58	37	5	545	1914	1	41	44	14	540
No	6	0	0	3	50	3	50	0	0	544	41	0	61	32	7	545	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	6	0	0	3	50	3	50	0	0	544	60	0	60	33	7	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: Education in Unorganized Terr  
School: Connor Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	1	100	0	0	0	0	542	5	0	100	0	0	545	4	2	40	34	24	540
B. less than one hour	33	0	0	0	0	2	100	0	0	539	67	0	58	33	10	544	70	6	63	26	6	546
C. one to two hours	50	0	0	2	67	1	33	0	0	548	27	0	56	44	0	546	24	7	61	26	6	546
D. more than two hours	0										2	0	100	0	0	548	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	50	0	0	1	33	2	67	0	0	545	30	0	67	28	6	547	36	10	67	18	5	549
B. good	50	0	0	2	67	1	33	0	0	543	50	0	60	30	10	544	47	5	62	27	6	546
C. fair	0										17	0	40	60	0	541	15	2	47	40	12	541
D. poor	0										3	0	100	0	0	550	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	0										25	0	80	20	0	548	31	9	65	20	5	548
B. They match some of what I have learned.	50	0	0	1	33	2	67	0	0	545	58	0	57	34	9	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	50	0	0	2	67	1	33	0	0	543	17	0	40	50	10	539	10	3	45	38	14	542
D. There is no match.	0										0						3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	17	0	0	1	100	0	0	0	0	548	10	0	67	17	17	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	50	0	0	1	33	2	67	0	0	540	63	0	61	32	8	545	64	7	63	25	5	547
C. easier than my regular schoolwork	33	0	0	1	50	1	50	0	0	548	27	0	56	44	0	546	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	17	0	0	1	100	0	0	0	0	548	7	0	25	50	25	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	0										50	0	57	33	10	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	83	0	0	2	40	3	60	0	0	543	43	0	69	31	0	548	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	50	0	0	1	33	2	67	0	0	545	20	0	58	33	8	545	20	10	64	21	5	548
B. 20 minutes to an hour	17	0	0	0	0	1	100	0	0	540	45	0	63	37	0	547	56	7	65	24	5	547
C. less than 20 minutes	0										7	0	25	25	50	535	10	3	52	33	12	543
D. I rarely read at home.	33	0	0	2	100	0	0	0	0	545	28	0	65	29	6	544	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	33	0	0	1	50	1	50	0	0	547	26	0	47	40	13	543	25	3	53	33	11	543
B. six to ten pages	17	0	0	0	0	1	100	0	0	540	33	0	68	26	5	546	26	6	61	26	7	546
C. eleven or more pages	50	0	0	2	67	1	33	0	0	543	41	0	67	33	0	546	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										50	0	0	0	100	522						
B.	0										0											
C.	0										50	0	100	0	0	552						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Education in Unorganized Terr  
School: Connor Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007 2007-2008 <b>2008-2009</b> Cum. Total*	<b>1</b>	<b>17</b>	6 1 <b>7</b> 14	9 1 <b>12</b> 7	1711 1617 <b>2119</b> 5447	12 12 <b>15</b> 13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007 2007-2008 <b>2008-2009</b> Cum. Total*	<b>2</b>	<b>33</b>	28 38 <b>24</b> 90	42 56 <b>40</b> 46	6778 7284 <b>7046</b> 21108	48 52 <b>50</b> 50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007 2007-2008 <b>2008-2009</b> Cum. Total*	<b>1</b>	<b>17</b>	26 19 <b>16</b> 61	39 28 <b>27</b> 31	3884 3341 <b>3193</b> 10418	28 24 <b>23</b> 25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007 2007-2008 <b>2008-2009</b> Cum. Total*	<b>2</b>	<b>33</b>	7 10 <b>13</b> 30	10 15 <b>22</b> 15	1683 1778 <b>1638</b> 5099	12 13 <b>12</b> 12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	22.2	46.3	22.5	46.9	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	7.8	43.3	8.4	46.7	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.2	52.0	4.6	46.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.0	50.0	4.5	45.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	4.2	42.0	5.0	50.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Education in Unorganized Terr  
 School: Connor Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	6	1	17	2	33	1	17	2	33	541	60	12	40	27	22	541	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										2						257	19	50	20	12	548
Hispanic	0										1						166	9	43	31	17	543
Caucasian/White	6	1	17	2	33	1	17	2	33	541	56	13	41	25	21	542	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	1										11	9	18	27	45	532	2307	3	32	32	33	536
No	5	1	20	2	40	1	20	1	20	545	49	12	45	27	16	543	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	6	1	17	2	33	1	17	2	33	541	60	12	40	27	22	541	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	1										33	12	36	24	27	540	5731	7	46	29	18	542
No	5	1	20	1	20	1	20	2	40	539	27	11	44	30	15	543	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	6	1	17	2	33	1	17	2	33	541	60	12	40	27	22	541	13988	15	50	23	12	547
Gender																						
Female	4										30	7	43	30	20	541	6889	14	51	23	12	546
Male	2										30	17	37	23	23	541	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										19	11	37	42	11	542	1918	3	39	36	22	539
No	6	1	17	2	33	1	17	2	33	541	41	12	41	20	27	541	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	6	1	17	2	33	1	17	2	33	541	60	12	40	27	22	541	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: Education in Unorganized Terr  
School: Connor Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	1	100	0	0	0	0	542	5	0	67	0	33	539	4	8	38	26	28	539
B. less than one hour	33	0	0	1	50	0	0	1	50	540	67	13	35	33	20	541	70	15	52	23	10	547
C. one to two hours	50	1	33	0	0	1	33	1	33	542	27	13	44	19	25	543	24	15	51	23	11	547
D. more than two hours	0										2	0	100	0	0	544	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	17	1	100	0	0	0	0	0	0	568	29	35	35	24	6	550	34	28	50	14	8	552
B. good	67	0	0	2	50	1	25	1	25	538	47	4	33	33	30	538	45	11	54	24	10	546
C. fair	17	0	0	0	0	0	0	1	100	528	21	0	67	17	17	541	18	3	45	33	19	540
D. poor	0										3	0	0	50	50	531	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	17	1	100	0	0	0	0	0	0	568	32	21	47	21	11	545	38	22	52	19	7	550
B. They match some of what I have learned.	50	0	0	2	67	1	33	0	0	543	47	11	46	32	11	545	48	12	53	24	11	546
C. They match just a little of what I have learned.	0										17	0	20	30	50	530	11	6	40	30	24	540
D. There is no match.	33	0	0	0	0	0	0	2	100	525	5	0	0	0	100	521	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	17	0	0	0	0	1	100	0	0	536	20	8	42	33	17	541	17	7	42	30	21	540
B. about the same as my regular schoolwork	67	0	0	2	50	0	0	2	50	536	70	10	40	26	24	541	64	15	53	23	10	547
C. easier than my regular schoolwork	17	1	100	0	0	0	0	0	0	568	10	33	33	17	17	546	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	17	0	0	0	0	0	0	1	100	528	10	17	33	17	33	543	7	6	39	27	27	539
B. 30–45 minutes	17	0	0	0	0	0	0	1	100	522	42	4	44	24	28	536	28	9	49	28	15	544
C. 45–60 minutes	50	1	33	2	67	0	0	0	0	554	37	18	36	32	14	545	41	17	53	21	9	548
D. more than 60 minutes	17	0	0	0	0	1	100	0	0	536	12	14	43	29	14	547	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										8	0	0	40	60	518	6	14	43	24	20	543
B. two or three days a week	0										5	0	67	0	33	536	24	17	52	21	10	548
C. two or three times each month	0										20	8	33	58	0	543	33	17	52	21	9	548
D. never or almost never	100	1	17	2	33	1	17	2	33	541	67	15	45	18	23	544	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	17	0	0	1	100	0	0	0	0	542	12	0	43	29	29	535	23	13	47	26	15	545
B. two or three days a week	17	0	0	0	0	0	0	1	100	522	35	19	33	24	24	542	31	17	52	21	10	548
C. two or three times each month	67	1	25	1	25	1	25	1	25	546	33	10	40	25	25	541	27	17	52	21	10	548
D. never or almost never	0										20	8	50	33	8	544	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										50	0	0	0	100	514						
B.	0										0											
C.	0										50	0	100	0	0	542						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Education in Unorganized Terr  
School: Connor Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	5	8	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	1	17	21	34	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	5	83	27	44	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	0	0	8	13	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	26.2	54.6	28.5	59.4	29.2	60.8
<b>D. The Physical Setting</b>	24	50	11.2	46.7	12.4	51.7	12.9	53.8
<b>E. The Living Environment</b>	24	50	15.0	62.5	16.1	67.1	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Education in Unorganized Terr  
 School: Connor Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	6	0	0	1	17	5	83	0	0	539	61	8	34	44	13	542	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										2						256	5	51	27	17	542
Hispanic	0										1						167	1	40	37	22	539
Caucasian/White	6	0	0	1	17	5	83	0	0	539	57	9	35	44	12	543	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										12	0	17	67	17	534	2309	2	29	39	29	536
No	5	0	0	1	20	4	80	0	0	539	49	10	39	39	12	544	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	6	0	0	1	17	5	83	0	0	539	61	8	34	44	13	542	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	1										34	9	32	41	18	541	5729	2	42	37	20	539
No	5	0	0	1	20	4	80	0	0	540	27	7	37	48	7	544	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	6	0	0	1	17	5	83	0	0	539	61	8	34	44	13	542	13987	4	51	31	13	543
<b>Gender</b>																						
Female	4										31	3	35	45	16	539	6886	4	49	33	14	542
Male	2										30	13	33	43	10	545	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										20	0	55	25	20	539	1917	1	31	41	28	536
No	6	0	0	1	17	5	83	0	0	539	41	12	24	54	10	544	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	6	0	0	1	17	5	83	0	0	539	61	8	34	44	13	542	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: Education in Unorganized Terr  
School: Connor Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	0	0	1	100	0	0	532	5	0	33	67	0	539	4	2	37	35	25	538
B. less than one hour	33	0	0	0	0	2	100	0	0	537	67	10	35	43	13	543	70	4	53	31	12	544
C. one to two hours	50	0	0	1	33	2	67	0	0	542	27	6	38	38	19	541	24	5	51	31	12	544
D. more than two hours	0										2	0	0	100	0	540	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	33	0	0	1	50	1	50	0	0	548	32	21	37	42	0	549	26	7	56	26	11	545
B. good	50	0	0	0	0	3	100	0	0	534	52	3	35	48	13	542	53	4	53	31	11	544
C. fair	17	0	0	0	0	1	100	0	0	534	15	0	22	33	44	531	18	2	41	39	17	540
D. poor	0										2	0	100	0	0	548	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	17	0	0	0	0	1	100	0	0	540	22	15	31	46	8	544	23	5	56	28	11	544
B. They match some of what I have learned.	50	0	0	1	33	2	67	0	0	541	52	10	35	42	13	544	48	5	52	31	12	544
C. They match just a little of what I have learned.	17	0	0	0	0	1	100	0	0	536	17	0	40	40	20	540	23	4	49	33	14	543
D. There is no match.	17	0	0	0	0	1	100	0	0	534	10	0	33	50	17	537	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	17	0	0	0	0	1	100	0	0	534	24	0	29	57	14	537	23	5	48	31	16	543
B. about the same as my regular schoolwork	67	0	0	1	25	3	75	0	0	540	56	9	42	36	12	544	58	4	52	32	12	543
C. easier than my regular schoolwork	17	0	0	0	0	1	100	0	0	540	20	17	17	50	17	543	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	67	0	0	1	25	3	75	0	0	540	62	5	35	49	11	541	33	5	51	31	14	543
B. a few times a week	33	0	0	0	0	2	100	0	0	537	27	19	31	31	19	546	45	4	52	32	11	544
C. once a week	0										10	0	50	50	0	545	8	4	50	30	16	542
D. a few times a month	0										2	0	0	0	100	524	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	33	0	0	0	0	2	100	0	0	536	33	0	25	60	15	539	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	17	0	0	0	0	1	100	0	0	534	18	0	27	55	18	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	50	0	0	1	33	2	67	0	0	542	28	12	53	29	6	547	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	0										20	25	33	25	17	546	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	67	0	0	1	25	3	75	0	0	541	52	10	35	42	13	543	47	4	51	32	12	543
B. a few times a month	17	0	0	0	0	1	100	0	0	534	20	8	17	58	17	537	27	5	54	30	11	544
C. once a month	0										10	17	33	50	0	549	10	5	49	30	15	543
D. never or almost never	17	0	0	0	0	1	100	0	0	536	18	0	55	27	18	542	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	50	0	0	1	33	2	67	0	0	543	57	12	29	35	24	541	46	4	52	32	12	543
B. a few times a month	33	0	0	0	0	2	100	0	0	535	17	10	30	60	0	544	28	5	53	30	12	544
C. once a month	0										13	0	50	50	0	546	11	4	47	34	15	542
D. never or almost never	17	0	0	0	0	1	100	0	0	532	13	0	50	50	0	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										50	0	0	100	0	532						
B.	0										0											
C.	0										50	0	0	100	0	540						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number